

14. Determinants of Employee Development and Career in a Company

Company plans and monitors its own expenses. All this leads to certain development and competitiveness. Many organizations pay particular attention on human resources. Some of them are struggling because their sources are limited and there is not enough money to invest into labor force. These are usually small and medium-sized organizations with a small value of the portfolio. Those organizations that choose to invest in their employees often consider two values affecting their competitiveness. The first is the value of trainings attempted by the employee and funded by the organization, while the second value is individual career paths. These two values are interdependent. The quality of the training and higher qualifications gained from training, translates to better results of the job, which in turn should affect the individual employee's career path. Of course, not every employee equally uses the skills acquired during training. One uses them very much, the other slightly. To increase workers efficiency, it would have to be considered at the stage of the selection process by providing and presenting him/her to the path of individual development. This should take into account the needs and capabilities of the organization, other skills and career aspirations of the future employee.

There is propitious atmosphere for employee's development in many companies. There are opinions that this do not approve to the presentation of the career path within the organization to employee who is at the stage of applying for a job, or adapting to the work. The first thing is whether the candidate will fulfill the requirements in what will be his efficiency and effectiveness. Secondly, whether the company could afford the costs associated with building employee's career path who is employed only to a specific task and the limited time. It seems that in every case career path would fulfill efficient role (higher value of individual work), moreover, such action would promote the work of this organization, and motivation to explore ways of extending employment (higher marketing value).

Employee's preferences for occupation. Based on current knowledge, everyone can be attributed to occupational preferences. With proper development of criteria for the worker to the workplace, taking into account the preferences of the applicant's professional work, with a high degree of probability can be assumed that the candidate meets the required criteria.

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According to the J.L. Holland's theory, occupational preferences are shaped in relation to professional environments. He linked personality traits, knowledge and experience with success in the professional work. He distinguished six types of personalities associated with the profession's preferences.

1. Realistic, whose main features are: independence (mostly self-reliance), pragmatism, logic and consistency, sometime conservatism in action. Realist solves problems, based on experience and proven tools, has more manual than social dexterities. Avoids jobs requiring mainly with people.
2. Research, which is characterized by exploration and curiosity about new phenomenon (likes the challenge), intellectual and thinking logically in action, characterized by the absence of traditionalism, fascinated by new ideas. The researcher uses the resources of information and creates theories, he/she is methodical. He/she avoids jobs requiring leadership skills.
3. Artistic type, whose main features are: creativity and imagination, expressiveness and sensitivity to the environment. The artist is creative and unusual, even aesthetic. He/she likes to analyze the thoughts and feelings, sometimes works unconventional and impractical. Solves problems through innovation. Avoids jobs requiring routine and rules (avoids hard rules).
4. Social type is oriented to people and problems, has a strong need to support and advise others. Social-worker is responsible, open to ideas and new activities, becomes involved in working with other people. He/she likes to help, to lead. Avoids jobs requiring manual and technical skills.
5. Enterprising type, which is characterized by vigor, independence and commitment to leadership, sometime domination is guided by feelings and logic. Work is a challenge for him/her, which drives him/her to efficiency. The enterprising type initiates the action, often solves problems by taking a risk, he/she is practical. He/she likes to plan, organize, persuade for the organization purpose, motivate and control. Avoids jobs requiring research skills, with a scientific nature.
6. Conventional personality, whose main features are: the precision, order and responsibility, logic thinking and acting. Conventionalist operates on the basis of facts (instructions, including the principles and rules), in the current organizational structure. He/she likes order, accuracy and subordination, in a consequence - security. He/she is a traditionalist. He/she avoids jobs that require creativity and interpersonal problem-solving, without instructions.

In professional practice, homogeneous personality types are rare. They are usually mixed, of course, with the dominance one of them. Often there are types: conventional-enterprising, social and artistic or realistic-researcher.

It is worth to mention that in the psychological literature you can find many of the divisions of professional preferences, such as the split by the object of labor. According to the theory of E.A. Klimowa, there are five types of a man: the type P - "man-nature", the main work aims are plants, animals, type T - "man-engineering", the main focus of work in technical systems,

equipment, materials, type C - "man-man" main job are people, type Z – "man-mark" where the subject work are the characters, languages, type O – "Man-image", the main work is art. This division suggests the identity of the man with the subject of the job, greater ease of acceptance of the tasks in this field, and consequently greater efficiency.

Analyzing the presented typologies, can be concluded that selecting employees for positions, should take into account their aspirations to self-realization. Consequently, this activity translates into a structure and strategy of career management in the enterprise. Career strategy, is nothing but a program of activities undertaken within the specified time in order to achieve the objectives of employee career. Component of the strategy is a career development program, which is a set of measures to identify and verify the needs, aspirations and opportunities for employee development, then determine the action to allow for its fulfillment.

14.1. Personal Strategy of Employee's Development

The direct supervisor works out the program of development for employee, after the first assessment of his work. The base for this program are diagnostic measures, such as:

- to identify the purposes of the employee;
- to determine the purposes of the enterprise;
- to identify opportunities to achieve the objectives of the program (development needs and time horizon);
- to examine the ability of the employee to achieve the objectives of the enterprise;
- to analyze the current performance in terms of contribution to development.

The program must be tailored to organization of the firm include horizontal and vertical shift, sometimes the degradation of the employee. In literature you can find many types of career development strategies. Seven most common types of this strategy²:

1. Strategy for maintaining high level of competence and efficiency for the holding position;
2. Strategy to increase engagement into the work;
3. Strategy of self-development through education;
4. Strategy of career development through additional actions;
5. Strategy through the participation of social activities, and developing human relations;
6. The strategy to create the image of success, with high development potential;
7. The strategy of cooperation with people working for its success.

² J.H. Greenhaus, G.A. Callanan, *Career Management*, Harcourt College Publishers, Fort Worth 1994, p. 75; A. Pocztowski, *Zarządzanie zasobami ludzkimi. Strategie – procesy – metody*, wyd. II zmienione, PWE, Warszawa 2007, pgs. 315-316.

You will notice that the management of careers is the process of synchronizing business objectives with the objectives of its employees and assessing the aspirations and skills of employees with development potential of the organization. This process seeks to ensure that employees are trained to a high level of professional competence. These actions are to ensure smooth succession in managerial and professional positions and employment stability. To achieve these goals, it needs to be planned by human resources processes that they will be directed at the development and activation potentials. This strategy takes the form of several moves aimed at improving their efficiency through the improvement, focused on development.

Human resources development strategy of the company requires many decisions, including on:

- areas of professionalization and career choice (horizontal or vertical);
- the costs of professionalization;
- fluctuations in the inner;
- selection of tools and methods development;
- ways to stabilize employment and maintain a level of competence;
- assessing the satisfaction of the employer and employees;
- actions after audit.

More and more often is thought that the workers are associated with different career expectations. Some expect growth, prestige, more power, some higher income, subsequent responsibility, autonomy in decision making. J. Berthel and H.E. Koch singled out five groups of orientation towards career. "The first group consists of people striving for career advancement in the hierarchy of jobs (orientation on the rise). The second group includes those oriented to maintain the already achieved positions in the organizational hierarchy (focus on security). The third group consists of people preferring a career that allows them to perform creative work (focus on creativity). People focused primarily on the use of their skills, create a fourth type of orientation towards career (focus on the use of skills). The fifth group consists of people prefer in the first place the freedom and independence in carrying out the work (autonomy orientation)."³

Orientation to the type of career is very important, not only for employees but also employers. Depending on the nature of careers, there are short and long term goals, that are formulated according to the prospects of achieving them. It usually indicates long-term goals that can be achieved over a longer time horizon, these are usually promotions to higher levels of management or work in teams of professionals. Basically there are three approaches to individual planning careers. First, is not interfering in the search for the best. Under this approach, the best employees always "rise to the surface", exude competence, strive to promote and change the professional status.

³ J. Berthel, H.E. Koch, *Karriereplanung und Mitarbeiterforderung*, Expert Verlag, Sindelfingen 1985, p. 24.

The second approach, the inquiry is to seek out the best employees and invest in their development. Last, the third approach - planning is based on career planning, linking the needs of companies with individual plans for professional employees.

14.2. Plan Employee Development and Career Management Process

The plan is prepared for a career as a rule for a period of several years (three to five) and contains a set of potential jobs. The worker could include information along with the necessary conditions to fulfill. The employee is generally subject to obtaining certain qualifications as evidence by completed courses, practice or professional achievements.

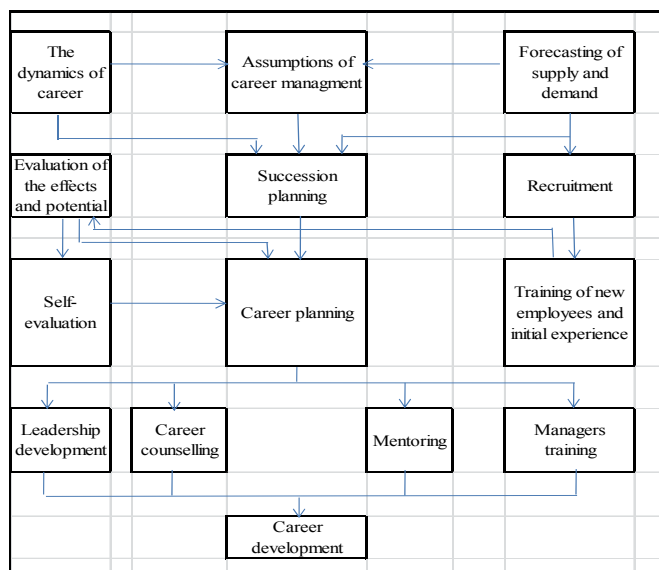
Some interesting points are:

- clearly defined strategic objectives as strategic alignment of business. These objectives are the source of action in building competency management program;
- identification of areas of the organization and direction and competencies that are key to achieving the objectives of the strategy.

Each of the career paths are subject to the stages of its development, such as exploration (learning to act in accordance with the instructions), assert (action for its own account), maintenance (increasing competence and stability).

Figure 14.1

The process of career management

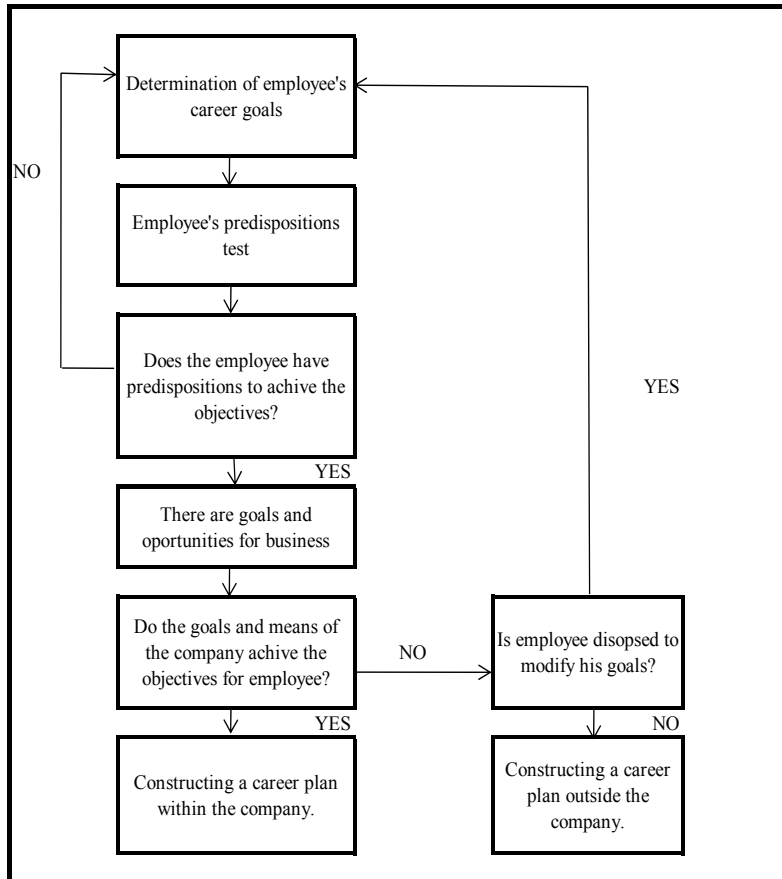


Source: M. Armstrong, *Zarządzanie zasobami ludzkimi*, wyd. III poszerzone, Oficyna Ekonomiczna, Kraków 2005, p. 534.

A very important step in the process of career management, as mentioned earlier, is to determine the employee's development plan. The process of creating the plan may be presented by the algorithm, indicating the action steps. On the basis of the algorithm it can be build a personal development plan.

Figure 14.2

The algorithm procedure to create an employee development plan



Source: T. Listwan, *Kształtowanie kadry menedżerskiej firmy*, Mimex, Wrocław 1993, p. 66.

It should be noted that focusing on the individual dimension of career you can see a model of professional development based on the employee, which led to a number of career development concepts.

Table 14.1

Comparison of selected concepts of career development

The concept of Miller and Form (1951)		The concept of Hall / Nougaima (1968)	
Age	Stage	Age	Stage
0-15	Preparing to work	0-25	Before working
15-18	Getting Started	25-30	Introduction to working
18-34	Attempts	30-45	Achievements in work
35-64	Stabilization	45-65	Keeping achievements
65-	Rest	65-	The decline
The concept of Schein (1978)		The concept of Super (1980)	
Age	Stage	Age	Stage
0-21	Growth, imagination, exploration	0-14	Growth
16-25	Entry into the world of work	15-24	Exploration
16-25	Basic Training	25-44	Introduction
17-30	Full membership in the early career	45-64	Keeping
25-	Full membership in the average career	65-	The decline
	The crisis of the career's center		
35-45	Late career		
	The decline, output		
40-	Rest		
?			
The concept of Webber (1979)		The concept of Greenhaus / Callan (1994)	
Age	Stage	Age	Stage
16-22	Pulling out the roots	0-25	Getting Started
22-29	Personal maturity	18-25	Entrance to the organization
29-32	The period of transition	25-40	Early career
32-39	Stabilization	40-55	Career central
39-43	The potential crisis of the center age	55-	Late career
43-50	Re-stabilization and prosperity		

Source: A. Pocztowski, *Zarządzanie zasobami ludzkimi. Strategie – procesy – metody*, PWE, Warszawa 2007, pgs. 308th

Each of the concepts differ in terms of ages and number of phases of the career.

All of the concepts can be reduced to three basic stages of his/her career: early (age: 18 - 35 years, acquiring new skills and professional knowledge), middle (age: 35 - 55 years, enacting acquired competence, testing them at this stage that are reviewed and modified as the original objectives in which employee seek some stabilization) and late (age: over 50 years, the stabilization of career development, often late career).

Also, please note that when designing a career it should be taken into account psychological problems. DC Feldman rightly said that "knowledge of the actual stage of the employee's personal life, from the perspective of the organization is of fundamental importance, including adequately motivated use of the instruments of material and immaterial, plan training, transfer/delegation and promotions. Companies should focus on workers knowl-

edge, particularly those key ones”⁴. Not only in terms of professional competence, but also the psychological, as mentioned at the beginning of the material, analyzing personality types.

A good plan individual career path is characterized by a minimum of two variants of behavior, which allows to minimize downtime and development. Employee's career path should be such that a system of career development and planning starts to work smoothly. In addition, process approach to path planning should include transfer of the horizontal and vertical (up and down) and reflect changes occurring in the enterprise. Action by the above algorithm gives the possibility of collecting valuable experience and revealing hidden potential employees. Companies can successfully develop its own staff and use their ideas. According to E. Keep, “one of the fundamental objectives of human resource management is to create conditions in which the hitherto latent possibilities of staff will be awakened and used by significantly increasing their commitment to the organization. These possibilities are not only the ability to acquire new skills and knowledge, but more than that, and still have not used a wealth of ideas for better functioning of the organization”⁵.

1. The process of building a career in business can be carried three ways;
2. The needs of the organization are overtaking, namely the development of employees is anticipatory;
This corresponds to the current needs of the organization, namely the development of employees is reactive;
3. Responding to the needs and ambitions of employees, developing employees is a motivation.

Described needs determine the next activities of the company⁶:

- Creation of a catalog of all the present and future jobs in the organization. To achieve this, you need to extract the number of the positions (associate with each other with similar functions) and determine the levels of positions within (this is done with a job description);
- Establishing a career map within your company. For this purpose, there shall be opportunities for employees (both vertical and horizontal) and indicate the activities that may constitute a potential source for their development;
- Specific list of criteria that will determine the possibilities of the development and promotion of employees. The criteria will enable employees to find out what they must do to qualify;

⁴ Z. Pawlak, *Personalna funkcja firmy. Procesy i procedury kadrowe*, Poltext, Warszawa 2003, p. 272.

⁵ E. Keep, *Corporate training strategies*, [in:] *New Perspectives on Human Resource Management*, ed. J. Storey, Blackwell, Oxford 1989. See: M. Armstrong, *Zarządzanie Zasobami Ludzkimi. Strategia i działanie*, Wydawnictwo Profesjonalnej Szkoły Biznesu, Kraków 1998, p. 186.

⁶ Nowoczesna firma, <http://www.nf.pl/Artykul/8502/Budowanie-sciezek-kariery-w-firmie/>

- Determination of the directory available to staff development activities which will be the determinant of how you can improve individual competence;
- Informing workers of job opportunities within the company and how to manage the chosen career path. In defining the objectives, it's worth taking the time to identify them and the corresponding correlation. Also pay attention to the fact that these objectives will be linked, first with the results of unions (the result of work), the second development needs (essential skills).

14.3. The Main Barriers to the Development of Staff

Building career paths of workers is not an easy process. As in any organization, where the changes are the primary determinant of success, barriers arise. The most frequent barriers:

- institutional (mostly bureaucracy, outdated procedures, the passivity of managers and employees),
- personal (mostly due to the characteristics of the worker, impede his communication with the organization and focus on development).

There is a noticeable tendency not to invest in employee development when the company does not expand the business, no introduction of technological innovations and relational. Then there is a widespread opinion that there is no need to invest in human resource development, as the competence of employees are fully adequate to the objectives of the company. These activities can be considered as the beginning of the end of the organization, zooming disparities.

The important barriers to development of employees are:

- budget, limiting personal spending to a minimum,
- lack of organizational structure or people involved in the development of employees, precluding anticipation, planning and career counselling,
- improper (or lack thereof), organizational culture, stopping the development of the individual,
- chaotic decision-making, introducing a opposite or bad decisions, or lack thereof.

For a company to carry the name of a modern, it must approve the system development and arrangement of competence, including by creating career paths of employees. These processes should be conducted in various areas of business, including in:

- finance (search for and provide funds for the development and implementation of career plans),
- decision-making (decision consistency and clarity, development-oriented, logic and consistency in action),

- organization (cutting red tape and free of internal fluctuation of employees, creation of support groups and teams),
- cultural (behavioral support development, create a culture based on knowledge),
- social (creating atmosphere favor, positive reinforcement of behavior pro-development).

14.4. Benefits Planning Careers

It is believed that career planning staff favours the competitiveness of enterprises, strengthening of marketing, brand building, illustrating the stability of staff, reducing unnecessary jobs and strengthening domain. An example is an American bank, which "estimated, for example, that each year through planning careers will save approximately 1.95 million dollars, because of staff turnover has decreased by 65%, productivity increased by 25%, quality of work by 85% and the probability of promotion by 75%".⁷ A company that creates career (building management systems careers) attracts talented and highly motivated people, stimulate their desire to continue to improve competence, commitment to the organization and implements positive behaviour on the environment.

The study shows that promotion is the most effective way to motivate employees. Majority of employees believe that among the most important ways of motivating staff is connection with the strengthening of self-confidence - personal and professional competences. In addition, promotion involves a change of social status, improvement in living standards. In practice there are many theories about the influence the attitudes and behavior of the human resources company. However, the most plausible theory seems to be using methods to influence the attitudes of employees by:

- regular information and updates data on corporate strategy, including the possibility of individual careers,
- updating and adjusting the organizational structure of the career strategy of an undertaking,
- identifying and promoting the models of career in the company.

Factors determining the motivation of employees to develop and gain the next career ladder is above all positive factors. They consist in creating prospects for career development as meeting the requirements of the employer, to stimulate the positive consequences of success (the next position, prestige projects, earnings). These factors are very favourable and have very clear impact on the employee. On the other hand, negative factors (based on the fear of losing employment) do not have such a great driving force, so their usefulness is more order than creative.

⁷ M. Kostera, S. Kowacki, *Zarządzanie potencjałem społecznym organizacji. Planowanie karier*, [in:] A. Koźmiński, W. Piotrowski, *Zarządzanie. Teoria i praktyka*, PWN, Warszawa 1999, p. 524.

Given the positive factors, while building a career development plan, a series of measures should be made, in accordance with the following sequence: the employee is planning his career to accommodate the career organization, immediate supervisor advises him to choose a path and supports its activities, while the organization creates the conditions for implementation of the chosen path careers and enhances the effects of its decision.

Overview of the development and work, does not substitute the daily management of the results, it provides a framework for systematic evaluation of performance. This provides a clear definition of objectives and expectations for the future.

Successful evaluation of employee performance complete motivational, instructional and informational role. It is also a source of information about employees, jobs and their mutual relations. It provides an overview for making personnel decisions, in terms of:

- extension of employment,
- continuation of the job function,
- promotion, or degradation,
- providing training,
- amendment of the salary,
- increase or decrease the scope of duties and responsibilities,
- verifying the career path.

Company policy concerning the performance and staff development should be focused on the best use of the potentials inherent in the employees. This can be achieved by⁸:

- harmonization of business objectives with the objectives of the department, operational objectives and objectives of the individual,
- identify employees with high competence and ensuring development programs tailored to their potentials,
- identify employees who do not realize the expected results and work out ways to improve performance,
- provide a method for communicating the results of the work and expectations,
- enables managers and employees exchanging information concerning the results of the work,
- provides a method for identification of training needs and planning training activities,
- implement plans for changes in positions.

Key benefits of the development plans can be identified by the entity, i.e. employer, superior, employee.

⁸ J.S. Kardas, *Ścieżki kariery pracowników w przedsiębiorstwie*, [in:] *Модернизация инвестиционно-строительного и жилищно-коммунального комплексов*. Международный сборник научных трудов, ред. В.О. Чулков, МГАКХиС, Москва 2011, pgs. 74-75.

Table 14.2

The benefits from the management of performance and employee development

No	Subject	Benefits	The basic conditions
1.	Employer	<p>First, clearly define the personal goals which should be consistent with business goals and the expected performance of work;</p> <ul style="list-style-type: none"> ▪ Provided data from the measurement results of the work and aspirations of employees to the strategic objectives; ▪ Recognized the possibilities of guiding the development of employees; ▪ Employees valuable for the company are supported. 	<p>Information:</p> <ul style="list-style-type: none"> ▪ organizational culture focus on the development; ▪ transparency in the operation; ▪ avoid gaps in communication; ▪ reliable transmission of data; ▪ analysis of information; ▪ increased knowledge; ▪ fair and transparent motivation.
2.	Superior	<ul style="list-style-type: none"> ▪ Provides superior two-way exchange of information and views; ▪ Increases employee accountability for performance; ▪ It is a way of measuring performance; ▪ It means valuing employees for their contribution to the development; ▪ Allows you to determine the progression of work; ▪ It allows you to identify poor performance and their improvement; ▪ To distinguish good performance from the outstanding performance (recognition and measurement of behaviour that are important in achieving the objectives). 	<p>Decision making:</p> <ul style="list-style-type: none"> ▪ a clear decision-making structures; ▪ a clear and consistent power; ▪ easy appeal process; ▪ a consequence of the decision (not chaotic decision-making); - the prospect of development; ▪ sense of security. <p>Resources:</p> <ul style="list-style-type: none"> ▪ the availability of funds; ▪ the corresponding value of resources; ▪ facilities and provisions in the measures. <p>Training:</p> <ul style="list-style-type: none"> ▪ adapt training to the needs of the employer and employee; ▪ the corresponding value of training; ▪ practical training; ▪ the quality of training; ▪ the availability of training.
3.	Employee	<ul style="list-style-type: none"> ▪ Knows the expectations of the employer; ▪ Knows the patterns of evaluation results; ▪ Knows the training schemes; ▪ Knows how to achieve maximum development; ▪ Has the ability to express an opinion; ▪ Has the ability to obtain an opinion about the results of the work; ▪ Has the opportunity to show his core competencies; ▪ It is appreciated for his contribution to the development of the company 	

It is essential that managing of performance and development was correlated with processes occurring in the enterprise, including with:

- planning strategic, tactical and operational actions;
- material and financial planning;
- planning wages;
- managing of the organizational structure;
- adaptation to work and the workplace;
- professional development;
- career planning;
- improvement of labor relations;
- improvement of information processes.

An assessment of training needs can be divided into basic steps of action. The first is to determine the need for development, the second - an indication of the means of satisfying this need, the third - create an action plan, the fourth - the organization of the development process, the fifth - the implementation process, the sixth and final stage - assessment of the development process and conclusions for the future. Stages of development needs assessment presented in table.

Table 14.3

Stages in the evaluation of staff development needs

Steps	Characteristic
Step 1 Determine the need for development	<ol style="list-style-type: none"> 1. Performance rating compared to previous plans; 2. Overview of the objectives set for the coming period and conforming to the standards of performance, competencies (behaviours), and the potential (possible) an employee; 3. Analyze the strengths and weaknesses of the employee, for benefits; 4. Indication of how to improve in areas requiring improvement. <p>Basic conditions: The need for development must arise from the needs of the organization. Measuring instruments of success must be properly defined and understood.</p>
Step 2 Indication of ways to meet the needs of development	<ol style="list-style-type: none"> 1. Indication of development method (at the beginning of the process we use coaching - practical training in the workplace, mentoring or shadowing, observation of work practices and analysis of their effectiveness); 2. Defining the level it should reach the employee after the completion of the development path; 3. Third Indication of the real effect of the development path. <p>Basic conditions: It is important that development method fits the situation and the competence of the employee. Do not make promises, which can't be performed.</p>
Step 3 To work out an action plan	<ol style="list-style-type: none"> 1. Determining what to do, how, when, who will be responsible for the implementation of the development process; 2. Setting priorities in development activities, that is what first caused an increase in performance; 3. Filling in the "Personal development plan" in the form "Survey of Labour and Development" (that kind of form should be worked out in the company and at least once a year updated); 4. Determination of the necessary resources and the ways of obtaining them.

	Basic conditions: Activities related to business objectives have priority in implementation. It is important to fit all parts of the work review and development.
Step 4 Organizing the development process	<ol style="list-style-type: none"> 1. The preparation of financial, material, human and information resources; 2. Preparation of the organizational structure; 3. Preparation training methods and materials; 4. Provide time to conduct the process; 5. To worked out the stages of development implementation. Basic conditions: It is important that the organizational culture focuses on staff development. To follow the rules of organized activities.
Step 5 The implementation of the development process	<ol style="list-style-type: none"> 1. To indicate the employee responsible for the development process; 2. Overcoming development barriers; 3. Self-controlling development progress; 4. Evaluation of development stages; 5. Preliminary analysis of the suitability obtained competence. Basic conditions: It is important to identify person responsible for the implementation process. The prime responsible for development should be an employee. Support the development process systematically.
Step 6 Evaluation of the development process	<ol style="list-style-type: none"> 1. Summary of effects of the development process (the pluses and minuses); 2. Evaluation of the usefulness of competence, resulting in the development process; 3. Satisfaction rating for participants of the process; 4. Translating the results of the acquired competencies into work achievements. Basic conditions: Compare the results with the needs of the organization. Assess the level of influence development effects on the actual career of the employee.

It is worth to present the most commonly used development activities methods in medium and large businesses. Usually the first method is the practical training of the employee. It is done through coaching, mentoring, shadowing or self-expanding knowledge with a small commitment of superiors. Examples of methods of action are presented in Table 4.

Table 14.4

Examples of development activities methods

Type of operation	Characteristic
Coaching (practical training by the coach)	<ul style="list-style-type: none"> • Method "one by one" - a session with the employee; • Coaching is aimed at improving the professional competence; • The coach provides guidance regarding the tasks or behaviours, actively supports the learner; • Coaching can't be accidental, as it requires professional skill, so be sure to choose the right coach.
Mentoring (introduction of the duties, to support councils by mentor)	<ul style="list-style-type: none"> • Mentor discusses the current and future professional career, how it fit into the strategy of the organization (consulting) do not exclude professional and personal aspirations;

	<ul style="list-style-type: none"> • Mentor inspires, stimulates and guides, its role for future relations based on equal responsibility and mutual respect (the employee - the employer) is invaluable; • Mentoring is highly personalized, demanding that the mentor and the employee were well-matched to each other.
Shadowing (learn the job through other employees)	<ul style="list-style-type: none"> • The technique of gaining experience based on observation, which requires that the employee followed the actions of an experienced worker, learning by following; • Shadowing is the process of learning the standard patterns of action from the best.
Work on the project - Team work	<ul style="list-style-type: none"> • He shall be incorporated into the project team, giving him new opportunities and the chance to gain experience - the acquisition of new skills; • He shall be incorporated into a task, given the task to accomplish.
Periodical training	<ul style="list-style-type: none"> • Training, courses, workshops usually mandatory, require active participation; • Periodic training can take the form of conferences and seminars; • Periodic training usually enhance general knowledge workers, their usefulness is poorly evaluated.
Instruction competence (for a task or skill)	<p>This action consists of four steps:</p> <ol style="list-style-type: none"> 1) to determine what employees should know and what level of performance, 2) an explanation of what the task is about, 3) show the employee the model of action – complete a task, 4) independent task under the supervision of a specialist, 5) the conclusions from the task.
Secondment to the tasks	<ul style="list-style-type: none"> • Employee temporarily performs the duties in another department, organization or within the region, country, gaining new experiences, through active participation in the work; • This method allows to rapidly increase the level of skills and gain a broader insight into the work in the segment; • Establish the objectives for development.
Learning by action	<p>The method often used in the case of managers; The method is based on confronting the employee with the real problems; The methodology of this method comprises the steps of:</p> <ol style="list-style-type: none"> 1) analysis of the problem, 2) the proposed solution, 3) implementation guidance by an experienced manager, including feedback.
Distance Learning	<ul style="list-style-type: none"> • The method is increasingly used in large enterprises, is based on the employee completing the course by correspondence, usually with the teacher, the educational platform or by mail; • The method requires a lot of self-discipline; • This method requires a lot of support and constant monitoring of environmental effects of development.
Self-expanding knowledge	<ul style="list-style-type: none"> • The employee alone expanding their knowledge and acquires skills; • The employee determines what, when, where and how to learn (within certain limits of organizational work-related); • Self-expanding knowledge may take the form of employee participation in projects, work in task groups - everyone has a defined role in the team and tasks that require improvement.

To start any development activities, company should enter the required development of a strategy that would apply to all organizational levels within the company and assume responsibility for the process. Secondly, the career path should be clear, with a particular direction of development. Every employee should know the rules for granting promotions and have professional goals. Thirdly, the awareness of careers should be strengthened, it motivates employee to continue seeking, because of that employees want to grow and earn the ranks. Fourth, each employee should seek the potential for higher jobs. Fifth, the well-trained employees are easier to find as potential leaders. Sixth, it should systematically review the performance and reward exceptional performance. Inspections and assessments should be collected in special forms, prepared for this purpose. Seventh and last, the plans of employees development should be pursuing and we should actively build our own career.